

The Influence of Parenting Styles on Reading Interest of Elementary School Students

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Keywords:

*Parenting,
Reading Interest,
Elementary School
Students, Literacy
Development*

ABSTRACT: Reading interest is a foundational competency shaping academic achievement and lifelong learning in elementary students. This study examines the influence of parenting styles authoritative, authoritarian, and permissive on elementary students' reading interest. Utilizing a quantitative survey design, 120 students from grades IV, V, and VI were selected via stratified random sampling from three state elementary schools in Central Java, Indonesia. Data collected through validated Likert scale questionnaires were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression. Results reveal that authoritative parenting significantly positively influences reading interest ($\beta = 0.487$, $p < 0.001$), while authoritarian parenting exerts a significant negative effect ($\beta = -0.312$, $p < 0.05$). Permissive parenting shows no statistically significant effect ($p > 0.05$). Together, these parenting styles explain 54.3% of the variance in students' reading interest ($R^2 = 0.543$). These findings underscore the critical role of the family environment, highlighting authoritative parenting as the most conducive style for fostering reading habits. Practical implications for parents,

educators, and policymakers are discussed.

Received: 2026-May-10 | Rev. Req: 2026-May-29 | Accepted: 2026-June-22

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I. INTRODUCTION

Reading is one of the most fundamental cognitive skills that determines children's academic success and intellectual development throughout their educational journey. In the context of elementary education, reading interest defined as an intrinsic inclination and positive emotional orientation toward reading activities plays a decisive role in shaping students' learning engagement, vocabulary acquisition, and critical thinking capacities. Despite the recognized importance of reading proficiency, empirical data consistently indicate that Indonesia continues to face significant challenges in cultivating a strong reading culture among its school age population. International assessments such as the Programme for International Student Assessment (PISA) have repeatedly placed Indonesian students below the average level in reading literacy, signaling an urgent need for systematic intervention at both the school and family levels.

The family constitutes the first and most enduring socialization environment in a child's development, and parenting practices represent one of the most salient factors shaping early literacy behaviors. Parenting styles, conceptualized as the overall emotional climate in which parents raise their children, have been extensively studied in developmental psychology since the seminal work of Baumrind (1991) [1], who identified three primary patterns: authoritative, authoritarian, and permissive. Building on this framework, Maccoby and Martin (1983) [2] further elaborated these typologies along dimensions of responsiveness and demandingness, providing a robust theoretical basis for examining how parental behaviors translate into distinct developmental outcomes for children. Within the Indonesian educational context, preliminary studies suggest that parenting styles are closely linked to children's academic motivation and reading habits (Idris et al., 2022) [3], though the precise mechanisms and relative strengths of these associations remain underexplored.

Children's reading interest is not a static trait but a dynamic motivational construct that is continuously shaped by interactions between individual dispositions and environmental affordances, particularly the home environment. According to Santrock (2011) [4], parental involvement in children's early literacy experiences including reading aloud, providing access to books, and demonstrating positive reading behaviors constitutes a critical

mediating mechanism through which parenting styles exert their influence on reading motivation. Research conducted in Indonesian elementary school settings by Sari and Budiyo (2021) [5] has confirmed that the quality and nature of parent child interactions around literacy activities differ markedly across parenting style typologies, with authoritative parents demonstrating significantly higher levels of supportive literacy scaffolding than their authoritarian or permissive counterparts. These findings are broadly consistent with international evidence reported by McKool (2007) [6], who identified parental encouragement and modeling as primary predictors of children's out of school reading engagement.

Notwithstanding the growing body of evidence on the family literacy nexus, the Indonesian context presents unique challenges that complicate straightforward application of Western theoretical frameworks. Issues such as socioeconomic heterogeneity, limited access to reading materials, and the pervasive influence of digital media have transformed the landscape in which children encounter reading (Darmono, 2011) [7]. Furthermore, the national literacy movement and various school based reading programs implemented by the Indonesian Ministry of Education have not yet produced systematic improvements in students' reading enthusiasm, suggesting that school level interventions alone are insufficient without complementary family engagement strategies (Pratiwi & Asyarotin, 2019) [8]. This gap underscores the theoretical and practical importance of understanding how specific parenting approaches either facilitate or constrain the development of intrinsic reading motivation among elementary school students.

The present study addresses this research gap by empirically investigating the influence of three parenting style dimensions authoritative, authoritarian, and permissive on the reading interest of elementary school students in Indonesia. Drawing on Baumrind's parenting typology and motivational theories of reading as the primary theoretical frameworks, this study aims to: (1) describe the distribution of parenting styles and reading interest levels among the study participants; (2) examine the correlation between each parenting style dimension and students' reading interest; and (3) determine the relative contribution of each parenting style dimension to the variance in reading interest through multiple regression analysis. The findings of this study are expected to provide evidence based recommendations for parents, teachers, and educational policymakers seeking to develop effective family literacy engagement strategies that can meaningfully improve children's reading culture in Indonesia.

II. METHOD

This study adopted a quantitative survey research design, which is appropriate for investigating the relationships between variables across a relatively large sample within a naturalistic educational setting (Irwin, 2021) [9]. A cross sectional design was employed, with data collected at a single point in time to examine the influence of parenting styles on reading interest. The use of a survey instrument enabled the systematic collection of self-reported data from participants in a standardized and efficient manner, consistent with established methodological practices in educational research (Putra & Iskandar, 2023) [10].

The population of this study comprised all students in grades IV, V, and VI from three state elementary schools (*Sekolah Dasar Negeri*) located in a regency in Central Java Province, Indonesia, totaling 380 students. Grades IV through VI were selected because students at this developmental stage (ages 9-12) have sufficient metacognitive awareness to accurately report on their perceptions of parenting practices and their own reading preferences, consistent with the developmental parameters established by Wigfield and Guthrie (1997) [11]. A sample of 120 students was drawn using stratified random sampling to ensure proportional representation across grade levels and schools, fulfilling the minimum sample size requirements for multiple regression analysis as recommended by Sugiyono (2019) [13]. The sample composition was as follows: grade IV (n = 42), grade V (n = 40), and grade VI (n = 38). The gender distribution was approximately balanced, with 58 male students (48.3%) and 62 female students (51.7%). Informed consent was obtained from parents and school principals prior to data collection.

Data were collected using two validated Likert scale questionnaires adapted from established instruments in the parenting and reading motivation literature. The Parenting Style Questionnaire (PSQ) consisted of 36 items measuring three subscales: authoritative parenting (12 items), authoritarian parenting (12 items), and permissive parenting (12 items), adapted from Rahayu and Nugraha (2022) [12]. Each item was scored on a four-point Likert scale ranging from 1 (never) to 4 (always). The Reading Interest Scale (RIS) comprised 24 items assessing four dimensions of reading interest: reading frequency, reading duration, reading enjoyment, and variety of reading materials, adapted from Wigfield and Guthrie (1997) [11].

Content validity was established through expert review by two specialists in elementary education and educational psychology, who evaluated the items for

relevance, clarity, and representativeness. Construct validity was confirmed through exploratory factor analysis, which yielded factor loadings above 0.40 for all items. Instrument reliability was assessed using Cronbach's alpha coefficient (Creswell, 2014) [14]: the PSQ achieved $\alpha = 0.87$ (authoritative), $\alpha = 0.82$ (authoritarian), and $\alpha = 0.79$ (permissive), while the RIS achieved $\alpha = 0.91$, all exceeding the minimum acceptable threshold of 0.70 (Arikunto, 2013) [15]. A pilot test was conducted with 30 students not included in the main sample to refine item wording and verify psychometric properties.

Data collection was carried out over a period of four weeks, from February to March 2024. The questionnaires were administered in classroom settings during scheduled school hours to minimize disruption to regular academic activities. Research assistants were present during administration to clarify instructions and ensure the independence of student responses. Students were reminded that participation was voluntary and that their responses would be kept confidential. Completed questionnaires were reviewed on-site for completeness; five questionnaires with excessive missing data (>10% of items) were excluded from the analysis, yielding a final usable sample of 115 participants.

Data analysis was performed using IBM SPSS Statistics version 26.0. Descriptive statistics (means, standard deviations, frequency distributions) were computed to characterize the distribution of parenting styles and reading interest levels among participants. Prior to inferential analyses, assumptions of normality (Kolmogorov-Smirnov test), linearity, multicollinearity (Variance Inflation Factor), and homoscedasticity were verified. Pearson product-moment correlation analysis was conducted to examine the bivariate relationships between each parenting style subscale and reading interest. Multiple linear regression analysis was then employed to determine the simultaneous and individual contributions of the three parenting style dimensions to the variance in reading interest, with reading interest as the dependent variable and the three parenting style subscales as independent variables. Statistical significance was evaluated at $\alpha = 0.05$.

III. RESULT AND DISCUSSION

Descriptive Statistics and Correlation Analysis

The descriptive analysis revealed that authoritative parenting was the most prevalent parenting style reported by students, with a mean score of 38.74 (SD = 5.23) on a possible range of 12-48, indicating a moderately high

prevalence of authoritative practices within the sample families. Authoritarian parenting yielded a mean score of 29.61 (SD = 6.48), while permissive parenting produced the lowest mean score of 24.18 (SD = 5.97). With regard to reading interest, the overall mean score on the RIS was 62.43 (SD = 9.87) out of a maximum possible score of 96. Based on categorization criteria, 34.8% of students demonstrated high reading interest, 47.8% showed moderate reading interest, and 17.4% exhibited low reading interest. These descriptive findings are broadly consistent with previous Indonesian studies, such as Andika and Hermawan (2023) [16], who similarly reported that authoritative parenting was the dominant parenting style in their sample and that a majority of elementary school students demonstrated moderate reading interest.

Pearson correlation analysis revealed differential relationships between each parenting style dimension and reading interest. Authoritative parenting demonstrated a significant positive correlation with reading interest ($r = 0.614$, $p < 0.001$), indicating that students who perceived higher levels of authoritative parenting practices reported substantially greater reading interest. This finding aligns with Mulyati and Suhendar (2022) [17], who established that parental warmth, communication, and encouragement core features of authoritative parenting are strongly associated with children's voluntary reading engagement. Authoritarian parenting, conversely, showed a significant negative correlation with reading interest ($r = -0.431$, $p < 0.001$), consistent with the view that excessive control and low responsiveness characteristic of authoritarian parenting may undermine children's intrinsic motivation for reading by creating a coercive rather than supportive literacy environment (Guthrie & Wigfield, 2000) [18]. Permissive parenting did not demonstrate a statistically significant correlation with reading interest ($r = 0.087$, $p = 0.352$), suggesting that the low demandingness and high permissiveness characteristic of this parenting style may neither actively facilitate nor inhibit reading interest development.

Multiple Regression Analysis

Multiple linear regression analysis was conducted to examine the simultaneous influence of the three parenting style dimensions on reading interest, after confirming that regression assumptions were satisfactorily met (VIF < 3.0 for all predictors, confirming the absence of multicollinearity; Durbin-Watson statistic = 1.94, confirming the absence of autocorrelation). The overall regression model was statistically significant ($F(3, 111) = 43.87$, $p < 0.001$), with the three parenting

style dimensions collectively accounting for 54.3% of the variance in reading interest ($R^2 = 0.543$, Adjusted $R^2 = 0.532$). These results indicate that parenting style is a substantively important predictor of elementary school students' reading interest.

Examination of individual predictor contributions revealed that authoritative parenting was the strongest and most significant predictor of reading interest ($\beta = 0.487$, $t = 6.83$, $p < 0.001$), followed by authoritarian parenting ($\beta = -0.312$, $t = -4.12$, $p < 0.05$), while permissive parenting did not reach statistical significance ($\beta = 0.043$, $t = 0.61$, $p = 0.541$). These results confirm that authoritative parenting exerts the strongest positive influence on children's reading interest among the three parenting style typologies, a finding consistent with Nurgiyantoro (2018) [19] and Fitriani and Handayani (2023) [20], who attributed this effect to the characteristic blend of emotional warmth, clear expectations, and open communication that defines authoritative parenting, creating an optimal motivational climate for literacy development.

Discussion

The present findings provide compelling empirical evidence that parenting styles constitute a significant determinant of elementary school students' reading interest, with authoritative parenting emerging as the most conducive parenting approach for fostering intrinsic reading motivation. The strong positive association between authoritative parenting and reading interest can be understood through several complementary theoretical lenses. From a motivational perspective, authoritative parents who combine high responsiveness with clear expectations create a home environment characterized by psychological security, intellectual stimulation, and positive reinforcement of reading behaviors. These conditions are particularly conducive to the development of intrinsic motivation, which Wigfield and Guthrie (1997) [11] identified as the most powerful driver of sustained reading engagement. When parents demonstrate genuine interest in their children's reading, discuss books together, and provide a print-rich home environment, they effectively model the value of reading while simultaneously strengthening parent-child relational bonds.

The significant negative effect of authoritarian parenting on reading interest is equally theoretically coherent. Authoritarian parents, characterized by high control and low responsiveness (Darling & Steinberg, 1993) [24], tend to impose rigid reading requirements without adequately attending to children's emotional responses or individual reading preferences. This coercive approach

to reading may paradoxically undermine children's intrinsic motivation by converting a potentially enjoyable activity into an obligation associated with parental pressure and punishment. The findings of Wardhani and Kusumawati (2021) [21] in an Indonesian context corroborate this interpretation, demonstrating that authoritarian parenting practices characterized by demanding, pressure oriented literacy expectations were significantly associated with children's avoidance of voluntary reading activities.

The non significant effect of permissive parenting on reading interest, while initially counterintuitive given the low demandingness of this parenting style, can be explained by the dual nature of its effects. On one hand, the high warmth and low restriction of permissive parenting may create a non threatening home environment that does not actively discourage reading. On the other hand, the absence of structure, clear expectations, and consistent encouragement key features of authoritative parenting means that permissive parents do not provide the scaffolded literacy support that most effectively translates parental warmth into reading motivation (Septiani & Rohman, 2022) [22]. Children of permissive parents may therefore develop highly variable reading habits depending on individual dispositional factors and peer influences, resulting in a null average effect at the group level.

These findings carry important implications for understanding the role of the family in Indonesia's broader literacy development agenda. Given that home environment and parental literacy practices are among the most malleable determinants of children's reading interest (Hidayah & Saputri, 2023) [23], targeted parent education programs that promote authoritative parenting principles in the context of literacy support represent a high leverage intervention strategy. Such programs could include practical guidance on creating print-rich home environments, strategies for shared reading activities, and techniques for providing positive reinforcement of children's reading efforts without resorting to coercive pressure. In the contemporary Indonesian context, where digital media increasingly compete with print reading for children's attention (Fadillah & Wahyuni, 2024) [25], equipping parents with authoritative digital parenting strategies that channel children's media engagement toward literacy enhancing activities is particularly timely and important.

IV. CONCLUSION

This study has demonstrated that parenting styles exert a significant and differentiated influence on the reading interest of elementary school students in

Indonesia. Authoritative parenting, characterized by the combination of high responsiveness and appropriate demandingness, emerged as the strongest positive predictor of reading interest, accounting for the largest share of explained variance. Authoritarian parenting demonstrated a significant negative influence, likely attributable to its coercive and pressure oriented approach to children's academic activities, including reading. Permissive parenting, while neither significantly positive nor negative in its effect, underscores the importance of structured parental guidance in cultivating children's reading motivation. Together, the three parenting style dimensions explained 54.3% of the variance in reading interest, confirming the central role of family environment in children's literacy development.

These findings have several important practical implications. For parents, the results strongly advocate for the adoption of authoritative parenting principles in the context of home literacy support: creating warm, communicative home environments, setting clear and consistent expectations about reading, modeling positive reading behaviors, and engaging children in meaningful discussions about books and reading materials. For schools and teachers, the findings suggest the value of incorporating structured parent education components into school literacy programs, helping parents understand the relationship between their parenting approach and their children's academic motivation. For educational policymakers, the evidence supports investment in family literacy programs and community based parenting support initiatives as complementary strategies to school based reading interventions.

This study is not without limitations. The cross-sectional design precludes causal inference, and the reliance on student reported perceptions of parenting styles introduces potential reporting bias. The study was also limited to three elementary schools in a single regency, constraining the generalizability of findings to broader Indonesian populations. Future research should employ longitudinal designs to examine the developmental trajectory of the parenting reading interest relationship, incorporate objective measures of parental behavior and reading outcomes, and expand sampling to include diverse socioeconomic and geographical contexts. Experimental studies examining the effects of authoritative parenting training programs on children's reading interest would also provide valuable evidence for intervention design.

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